



FAMILY INFLUENCE ON ACADEMIC ACHIEVEMENT OF JSS II STUDENTS IN SOCIAL STUDIES IN OMALA LOCAL GOVERNMENT AREA OF KOGI STATE

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Abstract

The study investigated family Influence on academic achievement of Junior Secondary Schools (jss) II students in Social Studies in Omala Local Government Area of Kogi State. Two research questions were raised and two hypotheses were formulated and tested at 0.05 level of significance. The responses of 200 parents and 100 students drawn randomly were collated using Parent Involvement Questionnaire (PIQ) and Student Performance Questionnaire (SPQ) made of four point Likert scale of strongly agree, agree, disagree and strongly disagree, research questions were analyzed using mean while chi-square was used for testing two hypotheses generated for the study. From the result, the following findings emerged: Family perception and parent motivation relationship significantly influenced JSS II students' achievement in the study area. Based on the findings, it was recommended that student's families should always have positive perception about Social Studies. Again, parents should make effort to motivate children to arouse the interest and curiosity towards learning of Social Studies.

Key words: Family Influence, Achievement, Social Studies, Student.

Introduction

The family is the oldest and most fundamental of all human institutions. Family is defined as legal union between a man and a woman by sex relationship, sufficiently precise and enduring to provide for the procreation and upbringing of children Fadeyiye(2006). Nwanyanwu (1999) found out that the family in the African setting includes the parents, brothers and sisters of the couple and the children of brothers and sisters. Nwanyanwu stressed further by saying that the concept of family embraces a whole lineage. It is the fundamental biological and social institution into which a child is born and where the child's primary socialization takes place. Two types of family system can be identified. The nuclear family and the extended family. Nuclear family comprises only the husband, the wife and children, while the extended family comprises not only husband, wife and children but also of relations such as cousins, uncles, nieces, nephews and grandparents (Ruth Laius and Adejoh 2004).Family is to ensure the continued existence and survival of new members

that are born into it; it performs economic, political and social functions as well. Family is an economic unit because its members undertake varied occupation, such as farming, fishing, trading, through teaching and other public and private occupations the family contributes to the standard of living of their children (). Similarly, child is born into the community with a blank mind, to a greater extent what a child becomes is determined by the way in which he or she is brought up as a child in a family. Families are responsible for producing leaders. An individual initial position especially in educational achievement is acquired through his membership of a family.

Furthermore, Akegh (2000) maintained that the family through the husband/wife relationship is recognized as a legal institution for fulfillment of sexual needs. In the society, every person lives on a network of family web. Depending on the type of family that is practicable. The influence of the family educational climate is looked upon by the amount and the style of help that the children receive from



the family and home. This, to some extent is determined by element of the family context, like the dynamism of communication and effective relationships, attitude, values and expectations. Ogunsanya (2000) acknowledged that a positive family favours the development of well-adapted, mature academic performance of a student while an unfavourable family climate promotes non-adaptation, immaturity, lack of balance and insecurity. The child's mental and emotional developments are greatly influence by the nature of the family into which a child is born. In Omala Local Government Area, it has been observed that most parents are not educated and so have little or no encouragement to the education of the children. Some prefer the children helping them on the farm, some equally see Social Studies as merely incline to politics that cannot fetch good job to its grandaunts and as such have little or no encouragement. The above facts motivated the researcher to assess family influence on achievement of JSS II students in social education in Omala Local Government Area of Kogi State. Success in achieving qualitative education depends solely on the type and quality of the family heads that exist in any community. This study deals with an appraisal of the family influence on achievement of JSS II students in Social Studies in Omala Local Government Area of Kogi State. According to Kogi State Service Commission Report (1995-1998), concern has been expressed by individuals, stakeholders and government that secondary schools in Kogi State and Omala Local Government in particular are no longer adequately achieving the objectives for which they are set up. Some parents do contribute negatively to academic performance of JSS II students in the study area. Apenbende (2001) described the level of failure recorded by secondary school students in school examination as alarming. Apenbende posited the cause to poor parenting behaviour, therefore making students to lack desire and commitment to academic work. The researcher observed that in Omala Local Government Area, there has been a steady decline in students' performance in Junior Secondary Schools Examination (JSSE) especially in Social Studies. This poor performance may be as a result of negative influence on the part of the parents and lack of proper supervision and administration on students' poor academic performance by the parents. The problem of this study is therefore to investigate the extent to which family influence academic achievement of JSS II students' in Social studies in Omala Local Government Area of Kogi State.

Purpose of the Study

This research aimed at investigating the family influence on Junior Secondary School (JSS II) students' Achievement in Social Studies in Omala local Government Area of Kogi State, Specifically the study intends to:-

1. to investigate the effect of parents perception on the achievement of JSS II Students in Social Studies, it also aimed at investigating the effect of parent incentive and achievement of JSS II Students in Social Studies.

Research Questions

Two research questions were raised.

1. What is the effect of parent's perception on the achievement of JSS II Students in Social Studies?
2. What is the effect of parent's incentive on the achievement of JSS II Students in Social Studies?

Hypotheses

The following hypotheses were postulated to guide the study:

1. There is no significant relationship between parents perception and students achievement in Social Studies.
2. There is no significant relationship between parents incentive and students achievement in Social Studies.

Scope of the Study

This work was limited to Omala Local Government and covers the effect of Family influence on the achievement of JSS II Students in Social Studies.

Research Design

The study adopted survey design in gathering information. The area of the study is Omala Local Government Area of Kogi State. This study covered all JSS II Students and parents in Omala Local Government Area of Kogi State. The sample of this study were two hundred (200) parents and one hundred JSS11 students' randomly selected from the study area

Two instruments were used for data collection. First, Parents Involvement Questionnaire (PIQ) and second, Students' Performance Questionnaire (SPQ). Both PIQ and SPQ were divided into two sections – A and B. Section A contains the data on family perception



while B contains the data on which were structured on four – point Likert scale of strongly agree, agree, disagree, strongly disagree and designed to find out the influence family perception and parents motivation on students' performance in social studies. The items were also subjected to expert scrutiny in the Department of Curriculum and Teaching. The instrument was also given to a measurement and evaluation expert all from Benue State University to ensure the appropriateness, comprehensiveness and clarity of instrument. Data was collected through PIQ and SPQ. The researcher visited the schools and villages of students and parents to find out the perception of parents and students on the influence of family on students' achievement in JSS II Social Studies in relation to parents perception and parent motivation.

The data collected from the respondents were analysed using mean to answer the research question while chi-square was use to test the null hypothesis at 0.05 level of significance. Any item with a mean rating of 2.50 or above will be regarded as agree while items with the mean ration less than 2.50 will be regarded as disagree. In testing the null

hypotheses where the table value is greater than the calculated value the null hypothesis will be rejected but otherwise it will not be rejected.

Data Presentation and Interpretation

The instrument Parents Involvement Questionnaire (PIQ) and Student Performance Questionnaire (SPQ) were used to compute the responses of both parents and students in Social Studies. (PIQ) and (SPQ) are structured questionnaire which were divided into two sections that is part A and B. part A contains both parent and students and B part contained 30 items each in relation to family perception and parent motivation as they affect students achievement in Social Studies.

In the analysis of data, mean and standard deviation were used to answer two research questions raised for the study while chi-square was used to analyzed two hypotheses raised for the study.

Research Question 1: What is the effect of Parent's Perception on the Achievement of JSS II Students in Social Studies?

Table 1a: Mean and Standard Deviation of Parents' Responses on the Impact of Student's Family Perception of Social Studies and Children Performance in Social Studies

Student's family perception on And their performance in SOS	SOS (5)	SA (4)	A (2)	D (1)	SD	X	SD	Decision
1. Social Studies is an Interdisciplinary Subject and so I like My children to study.	10 (50)	4 (15)	3 (6)	3 (3)	3.75	1.93		Accept
2. Social Studies is a Lucrative subject	8 (40)	8 (4)	2 (1)	1	3.20	1.78		Accept
3. Social Studies brings About the effective Understanding of Ones immediate Environment	9 (45)	7 (28)	2 (4)	7 (2)	3.95	1.98		Accept
4. Social Studies is a Subject that is job Oriented	8 (40)	9 (36)	1 (2)	1 (1)	4.1	2.02		Accept
5. Social Studies Encourage exploration Of nature	7 (35)	6 (24)	3 (2)	2	3.65	1.91		Accept
6. Social Studies leads To anarchy and social vices	1 (5)	2 (8)	4 (8)	10 (10)	2.0	1.41		Reject
7. Social Studies Teaches about lucrative job	2 (10)	2 (8)	2 (4)	11 (11)	2.1	1.44		Reject



8.	Parents are the one to Provide social studies text Book to their children In order to enhance Their learning ability	7 (35)	8 (32)	2 (4)	2 (2)	3.8	1.94	Accept
9.	Parents are always showing Good understanding of their Children's welfare in Social Studies	8 (40)	7 (28)	2 (4)	2 (2)	3.85	1.96	Accept
10.	Academic progress of Students are solely in the(30) Hands of their parents	6 (32)	8 (4)	2 (1)	1	3.8	1.94	Accept

Total N¹ = 200

The analyzed data on table 1 indicate that Social Studies is an interdisciplinary subject and so students like to study it, that Social Studies is lucrative, that Social Studies brings about effective understanding of immediate environment, that Social Studies is job oriented, that social studies encourage the exploration of nature, that parent are the one to provide Social Text Books to the children in order to enhance learning habit in Social Studies, that parents

are always showing good understanding of children's welfare in Social Studies and that academic progress of students are solely in the hands their parents. This is evidence in the responses of parents to all the items of the questionnaire except item 6 which was rejected because it says that Social Studies leads to anarchy and social vices and the cut-off (2) analysis equally buttressed the rejection.

Table 1b: Mean and Standard Deviation of Students' Responses on the Impact of Family Perception on Social Studies and their Performance in Social Studies

Student's family perception on And their performance in	SOS	SOS (5)	SA (4)	A (2)	D (1)	SD	X	SD	Decision
1. We always follow their Advice on subject selection In school	1 (5)	1 (4)	2 (4)	6 (6)	1.9	1.3	Reject		
2. I always perform well In social studies because Of my parents' likeness In Social Studies	3 (15)	4 (16)	2 (4)	1 (1)	36	1.89	Reject		
3. Students testified that Their parents are Responsible for their Good performance In Social Studies	5 (25)	3 (12)	1 (2)	1 (1)	4	2	Accept		
4. My parents have good Perception about Social Studies	4 (20)	3 (12)	1 (2)	1 (1)	3.8	1.94	Accept		
5. My parents are always Emphasizing on the Advantages of Social Studies which continually Arousing my interest	6 (30)	2 (8)	1 (2)	1 (1)	4.1	2.02	Accept		
6. My parents strongly Believe that my Knowledge in Social Studies will help me Conduct myself in the	7 (49)	1 (4)	1 (2)	1 (1)	5.6	2.36	Accept		



7.	Widal-world There is a believe from My background that with Knowledge of Social Studies	5 (250)	2 (8)	1 (2)	1 (1)	5.9	2.42	Accept	
8.	A good career is sure Students of parents with Bias in Social Studies always Perform well in school	4 (20)	3 (20)	1 (12)	1 (2)	3.8 (1)	1.94	Accept	
9.	My performance Other subject is dependent On my knowledge in Social Studies	5 (250)	2 (250)	2 (8)	1 (4)	3.8 (1)	1.94	Accept	
10.	Some of the students That excelled in Social Studies in schools are From the families where Social studies teaching and Learning materials are Available		1	0	2	6	1.8	1.34	Reject

N1 = 100 Students

The analyzed data on Table 1b above indicate that students accepted item 3 – 9 and rejected item 1,2 and 10. they accepted that their parents are responsible for their good performance in Social Studies, that parent have good perception about Social Studies, that parents strongly believe that knowledge in Social Studies will help them to be disciplined in the wider world, that there is a believe from the background that the knowledge of Social Studies could afford them good career, that their performance in other subject depend on the knowledge of social studies. They rejected that they are not always following their parents advice on

subjects selection in school and as a result that they did not perform well on the basis of their parents likeness in Social Studies and rejected that some of them that excelled in social studies are not from the families where Social Studies teaching and learning material are available.

Research Question 2: What is the effect of parent incentive on the achievement JSS II students in Social Studies.

Table 2a: Mean and Standard Deviation of Parent Responses on Parental Incentive and Student's Performance in Social Studies

Student's family perception on And their performance in	SOS SOS	SA (5)	A (4)	D (2)	SD (1)	X	SD	Decision
11. Parent always take their Children to the school Where Social Studies are Properly taught	6 (30)	8 (9)	2 (4)	1 (1)	3.8	1.94	Accept	
12. Children that schooled In the urban areas always do well in Social Studies	8 (40)	1 (3)	2 (4)	2 (2)	3.85	1.96	Accept	
13. Provision of learning Materials at home by Parent always enhance Learning ability in Social Studies	7 (35)	1 (3)	2 (40)	2 (20)	3.8	1.94	Accept	
14. Recruitment of more Qualified staff by PTA Stimulate interest in Learning Social Studies	1 (5)	3 (9)	2 (4)	12 (12)	1.9	1.37	Reject	
15. Good environment for Learning and adequate Teaching facilities are not always provided by parents	1 (5)	3 (9)	4 (8)	10 (10)	2	1.4	Reject	



16.	Teaching of Social Studies At home is likely to Increase their children Understanding of social Studies in schools by Children	7 (35)	2 (6)	3 (6)	2 (2)	3.65	1.91	Accept
17.	Presentation of gift to Children on the basis of Their performance in Social Studies by their parents Arouse their interest in Social Studies	8 (40)	1 (3)	1 (2)	1 (1)	4.1	2.02	Accept
18.	Paying of their school fees On time because of their Performance in Social Studies also arouse children Interest in Social Studies	9 (45)	0 (0)	2 (4)	2 (2)	3.95	1.96	Accept
19.	Responding positives to The request of those Children with good Performance in Social Studies is always active.	8 (40)	1 (30)	2 (4)	1 (1)	3.2	1.78	Accept
20.	Good education is always Afforded to those children With good performance in Social Studies	10 (50)	0 (0)	3 (6)	3 (3)	3.75	1.93	Accept

Total N² = 200

The analyzed data on Table 2a above also reveals as follows: parent always take their children to the schools where social studies is taught, children that schooled in the Urban areas always do well in Social Studies, that provision of learning materials at home by parents always enhance learning ability in Social Studies, that recruitment of more qualified Social Studies teachers by PTA stimulate interest of children in learning Social Studies, that good environment for learning and adequate teaching facility are not always provided by government, that teaching of Social Studies at home are likely increase the children understanding of Social Studies in school by children, that presentation of gifts to children on the basis of Performance in Social Studies by their Parents arouse

their interest in Social Studies, that paying of children school fees on time because of their performance in Social Studies, that responding positively to the request of those children with good performance in social studies is always active, that good education is always afforded to those children with good Performance in Social Studies and lastly, that parents are always showing interest in assisting Social Studies teachers whom are praised by their children. This is evidence in the responses of parents to all the items of the questionnaire which the data analyzed shows acceptance in majority of the items except items 14 and 15 which shows rejection because the data analyzed scored below cut-off point.

Table 2b: Mean and Standard Deviation of Students' Responses on the Impact of Parental Motivation on Students' Performance in Social Studies

Student's family perception on And their performance in	SOS	SA	A	D	SD	X	SD	Decision
11. The good achievement of Student in Social Studies is Dependent in Teaching And Learning Materials Available in the house	5 (25)	3 (12)	1 (2)	1 (1)	4	2		Accept
12. Effective Understanding	1	1	2	7	1	1		REJECT



	of Social Studies by Students is as a result of motivation they Enjoy from their Parent	(5)	(4)	(40)	(7)			
13.	Un-cooperation with Students as a Result of Motivation enjoy from Parents is the factor behind good Performance in Social Studies	4 (20)	3 (12)	1 (2)	1 (1)	3.8	1.94	Accept
14.	Provision of home Teaching by parents are factors responsible For students performance in Social Studies	2 (10)	1 (4)	3 (6)	3 (3)	2.6	1.6	Accept
15.	Allowing students to gain More knowledge of Social Studies by forcing them to Listen to radio encourage parents to show interest in Social Studies	6 (30)	2 (8)	1 (2)	1 (1)	41	2.02	Accept
16.	Allowing students to move Freely and gain more Knowledge will enhance their Social Studies Knowledge	7	1	1	1	5.2	2.28	Accept
17.	Taking of students out For Social Studies relating Excursion will enhance their skills in Social Studies	5	2	1	1	3.4	1.84	Accept
18.	Always responding Positively to the demand (20) Of students do encourage their performance in Social Studies	4 (12)	3 (2)	1 (1)	1	3.8	1.94	Accept
19.	Allotting of punishment By parents for their failure of students in social studies do encourage their learning habit in Social Studies	6	2	1	0	4	2	Accept
20.	The teaching of Social Studies during holiday do Stimulate the achievement in Social Studies	5 (25)	2 (8)	2 (4)	1 (1)	3.8	1.94	Accept

N^R = 100 Students



The analyzed data on Table 2b above shows students' acceptance to almost all the items except item 12 A which states that effective understanding of Social Studies by students is as a result of motivation they enjoy from their Parents. They accept that the good achievement of students in Social Studies depending on teaching and learning available in the homes, that non co-operation with absenteeism by students as a result of motivation enjoys from Parent is the factor behind good performance in Social Studies, that provision of home teaching by Parent Parents factor responsible for students Performance in Social Studies, that more knowledge of Social Studies will enhance students' knowledge in Social Studies, that taking them out for

social studies relating excursion could enhance the social studies skills, that parents responding positively to the demands do stimulate the knowledge in social studies, spanking by parents when they failed social studies and lastly, they accepted that teaching of social studies during holiday do stimulate the achievement in Social Studies.

The researcher used chi-square (X^2) to test hypotheses at 0.05 level of significance

Hypotheses 1: There is no significant relationship between parent perception and student's achievement in Social Studies.

Table 4a: Summary of Chi-square statistics on the Influence of Family Perception on Student Performance in Social Studies

R	C	df	t. Value Cal.	Value	Decision
10	5	36	55.76	68.48	Reject

Table 4a shows that the calculated value (68.48) is greater than the critical table value (55.76) therefore; reject a null hypothesis in favour of alternative

hypotheses. This means that there is significant influence between family perception of Social Studies of parent responses calculated and students' performance in Social Studies.

Table 4b: Summary of chi-square statistic on the influence of family perception of social studies on their performance

R	C	df	t. Value	Cal. Value	Decision
10	5	36	55.76	62.48	Reject

Table 4b shows that the calculated value (62.38) is greater than the table value of (55.76) at 0.05 level of significance, therefore the null hypotheses was rejected in favour of alternative hypothesis. This means that students' responses indicated that their

Family Perception of Social Studies greatly Influence their Performance in Social Studies.

Hypothesis 2: There is no significant relationship between Parent Incentive and Students Achievement in Social Studies.

Table 5a: Calculated chi-square of the Parents' Responses on the Influence of Parental Incentive Students' Achievement in Social Studies.

R	C	df	t. Value	Cal. Value	Decision
10	5	36	73.51	55.76	Reject

Table 5a: Shows that the calculated value (73.51) is greater than the critical table value (55.76) at 0.05 level of significance, the null hypothesis was rejected

in favour of alternative hypothesis. This implies that Parental Motivation Significantly Influence Students' Performance in Social Studies in the study area.



Table 5b: Calculated chi-square of Students' Responses on the Influence of Parent Motivation on their Performance in Social Studies.

R	C	df	t-Value	Cal. Value	Decision
10	5	36	64.09	55.76	Reject

Table 5b shows that the calculated value (64.09) is greater than the critical table value (55.76) at 0.05 level of significance, the null hypothesis was rejected. This means that Parent Motivation Significantly Influence Performance in Social Studies in the study area.

Discussion of Findings

The analyzed data on research question 1 which states that; what is the effect of Parents perception on the achievement of JSSII students in Social Studies. Responses from respondents shows acceptance to all items except item 6 which stated that Social Studies is an interdisciplinary subjects, social studies is lucrative, Social Studies brings about the effective understanding of immediate environment, social studies is subject that is job oriented, Social Studies encourage the exploration of nature, that parents are the one to provide social studies text books for their children, parents also accepted that welfare and academic progress of their children are solely in their hands. The chi-square calculated on this particular variable about parents' responses equally shows that student's family perception significantly influences their performance in Social Studies. This is evidence when calculated value 968.48) is greater than the critical table value (55.76) at 0.05 level of significance. The analyzed data students' responses on the influence of their family perception on their performance in Social Studies equally indicated acceptance that their family perception significantly influence their performance in social studies. This is evidence in table 1b and chi-square calculated on that particular variable that shows calculated value (62.68) to be greater than the table value (55.76) at 0.05 level of significance. This finding is in accordance with Linver, Brooks and Kohen (2002) which asserted that low income families had high expectations in terms of performance in schools. In support of above, Fadeiye

(2006) opined that parent's abilities to form accurate expectation regarding their children's performance are essential in structuring the home and educational environment so that they can excel in school endeavours. Ikebue (2001) in his view pointed out that it is possible that home activities that encourage academic competence, such as home work monitoring assistance with school projects will have stronger relations with achievement. Akegh (2000) added that family perception is determining factor of students' performance on schools. He stressed that the influence emanating from the family can impinge on the educational ability of a child.

Research question 2 which states that; what is the effect of {Parents Incentive on the Achievement of JSSII in Social Studies. The analyzed data to this research question also indicated acceptance to almost all the items that parents always take their children to the schools where Social Studies is properly taught, children that did school in urban areas always do well in social studies, provision of learning materials by parents always enhance the learning ability of children in social Studies, teaching of Social Studies at home do stimulate their children interest to learn Social Studies, that presentation of gift to children on the basis of their Performance in Social Studies do arouse interest in Social Studies, that paying of school fees on time because of their Performance in Social Studies do arouse children interest in Social Studies. Parents equally accepted that they are always active in responding to the request of children who always perform well in Social Studies. Parents added that good education is always afforded to those children who always perform well in Social Studies. The mean and standard deviation of students' responses on this particular variable on table 2b above equally indicated acceptance showing that Parent Motivation greatly influence their Performance in Social Studies. The chi-square calculated about the parent responses on the particular variable also indicated that parent



motivation significantly influences the children performance in Social Studies. This is evidence when chi-square calculated value (73.51) is greater than the table value (55.67) at 0.05 level of significance. The same thing in the chi-square calculated on the responses of students' perception of parent motivation on their performance in Social Studies. They accepted that parent motivation significantly influence their performance in Social Studies. See table 5b. This finding is in line with Shaibu (2005) when he found out that recruitment of more qualified staff, provision of textbooks will facilitate teaching and learning. Ageyin (2000) also asserted that high academic performance among others comes about when there is motivation and the possession of certain facilities like visual aids, newspapers and textbooks. Enyi (2002) acknowledged the above emphasis when he concluded that motivation to achieve academic excellent depends solely on the parents' level of education than level of his income.

This is evidence in the calculated chi-square value (70.07) that is greater than critical table value (55.67) at 0.05 confidence level. The chi-square calculated on the students' responses on the same variable equally evidenced that parents – child relationship significantly influence their performance in Social Studies. This is because calculated value (58.77) is greater than table value (55.76) at 0.05 confidence level. This finding is in accordance with Ngoka and Antonio (2002) when they found out that understanding and co-operation is very essential in the upbringing of children academically. They further asserted that co-operation between parent and children are a good reason for establishing rapport confidence and intelligent of education among their students. Amadi (1994) also suggested this motion by saying that teachers and parents should be able to co-operate with one another for if they do the academic performance of their children will be seen practically as some parents may be eager to ascertain what is taught at school and teacher will be interested to assess and teach students effectively.

Conclusion

Based on the analysis of data and findings, it was concluded that family background and expectation of the couple with motivation, influence children's performance in Social Studies.

Recommendations

The following recommendations were made based on the findings

- (i) Parents should motivate their children by giving them academic or home incentive to uplift their academic or living standard, also important is that parents should endeavour to provide necessary textbook on Social Studies to their wards, this could help them have zeal to study Social Studies
- (ii) Parents should avoid undue interference in their children's choice of carrier and subject selection. This could help the students to perform well in Social Studies.
- (iii) The education authority should organize workshop, seminars and conference periodically through parent's teacher association (PTA) so that parent/guidance should be informed on their role in the education of the children.

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